DOCUMENT RESUME

ED 351 902 HE 025 957

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TITLE The Status of Black and Hispanic Faculty in Massachusetts Colleges and Universities. Working Paper #7.
INSTITUTION Massachusetts Univ., Boston. New England Resource Center for Higher Education.
SPONS AGENCY Education Resources Inst., Boston, MA.
PUB DATE May 91
NOTE 37p.
PUB TYPE Reports - Research/Technical (143)

EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS Academic Rank (Professional); *Blacks; *College Faculty; Community Colleges; Comparative Analysis; Doctoral Degrees; Higher Education; *Hispanic Americans; *Minority Group Teachers; Personnel Policy; Personnel Selection; Private Colleges; Public Colleges; *Racial Composition; Research Universities; Surveys; Teacher Recruitment; Trend Analysis; Two Year Colleges
IDENTIFIERS Diversity (Faculty); *Massachusetts

ABSTRACT

This report presents results of a questionnaire survey intended to establish a profile of Blacks and Hispanics holding faculty positions in Massachusetts colleges and universities. The survey was sent to 86 community and two-year colleges, liberal arts colleges, comprehensive institutions and doctoral-granting institutions (72 responded), of which 29 were public and 57 were private. Among the findings were the following: (1) Blacks and Hispanics filled 4.4 percent of the faculty positions; (2) 10 of the respondents had no Black or Hispanic faculty members; (3) representation by discipline for Blacks and Hispanics in Massachusetts did not differ radically from statistics nationwide; and (4) only 6.4 percent of all Blacks and Hispanics served in departments of education, despite the fact that a substantial fraction of minority faculty, particularly Blacks, teach in education. It was also determined that very few colleges and universities have set specific targets or goals for increasing the number of minority faculty; that many colleges and universities do not have university-wide faculty hiring policies; that lack of Black and Hispanic faculty is largely due to the paucity of doctoral graduates in these two groups; and that Massachusetts' fiscal crisis is having a direct and adverse impact on faculty recruitment, particularly for minorities in the public sector. The appendix includes the list of colleges and universities surveyed. (GLR)

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ED351902

New England Resource Center *for* Higher Education

Working Paper #7

The Status of Black and Hispanic Faculty in Massachusetts Colleges and Universities

Sandra Elman

April 1991

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HE 025 957

THE STATUS OF BLACK AND HISPANIC FACULTY IN MASSACHUSETTS COLLEGES AND UNIVERSITIES

May 1991

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Acknowledgements

The original concept for this study was proposed by Franklyn G. Jenifer, president of Howard University, formerly chancellor of the Massachusetts Board of Regents of Higher Education, and Ernest T. Freeman, president of The Education Resources Institute (TERI). Many individuals contributed to this report. Thomas Parker of TERI and Zelda Gamson of the New England Resource Center for Higher Education provided encouragement. Zelda Gamson commented on the early versions of the report. Lisa Bortnick Noble and Jennifer Wilton of the University of Massachusetts at Boston assisted at the survey and analysis stage. Theresa Galvin of TERI, Geraldine Morse and Mary-Beth McGee of the Resource Center contributed to the final draft.

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Executive Summary

An imperative challenge -- diversifying faculties on college campuses across this nation -- faces American higher education. It is an issue that is highly applicable to the Commonwealth of Massachusetts. We cannot plan for greater equity and pluralism in academe if we do not first ascertain the status of specific underrepresented groups. To implement policies and programs that facilitate recruitment and retention of minority faculty, educators and policymakers must first determine the status of Blacks and Hispanics in the Commonwealth's colleges and universities. The principal objective of this report is to provide that knowledge.

The study has a dual purpose: to develop a data base on the availability of and demand for Black and Hispanic faculty in Massachusetts institutions of higher education, and to enhance our understanding of the strategies and programs required to foster recruitment and retention of underrepresented faculty. Furthermore, it seeks to identify hiring trends in different types of institutions in the state. In addition to ascertaining the number of Black and Hispanic faculty in colleges and universities, this study sought to determine the status of Black and Hispanic doctoral students in Massachusetts universities.

To establish an accurate profile of Blacks and Hispanics holding faculty positions in Massachusetts colleges and universities, in winter 1990 a survey questionnaire was sent out to 86 community and two-year colleges, liberal arts colleges, comprehensive institutions and doctoral-granting institutions, of which 29 were public and 57 were private. The response rate was unusually high: 72, or 83.7 percent, of which 26 were public and 46 were private institutions. Even more striking was the 100 percent response from the liberal arts colleges, the public comprehensive institutions and the doctoral-granting institutions. Of the 30 two-year colleges solicited, 18, or 60 percent, responded; of the 25 comprehensive universities, 22, or 88 percent, did so.

The study reveals that at these 72 institutions, Blacks and Hispanics fill 726, or 4.4 percent, of a total 16,316 faculty. Of these, 439 teach at private institutions and 287 serve in the public sector. Ten of the institutions -- two public and eight private -- employ no Black or Hispanic faculty. Each of these 10 has a faculty of fewer than 100.

Looking at the distribution of minority faculty by rank, we find in the private sector a more equal distribution of Black and Hispanic faculty at the levels of assistant, associate and full professor in doctoral-granting institutions than in liberal arts colleges and comprehensive institutions. In doctoral-granting institutions, Black males constitute the largest proportion of associate and full professors among Black and Hispanic faculty. The data show that Black and Hispanic females do not have as strong a foothold in academe as their male counterparts.

The representation of Black and Hispanic faculty by discipline in Massachusetts colleges and universities does not differ radically from statistics nationwide. Nearly two-thirds of Black and Hispanic faculty are in the social sciences and the humanities. Ten percent hold positions in the physical and life sciences and 3.5 percent in engineering. Only 6.4 percent of all Blacks and Hispanics serve in departments of education. This is a particularly surprising finding, since nationally a substantial fraction of minority faculty, particularly Blacks, are in education.

Several significant trends emerged with regard to the hiring and recruitment of minority faculty over the last five years. Between 1985 and 1989, 88 Black and Hispanic faculty were hired in the public institutions surveyed compared to 175 in the private sector. Between 1988 and 1989, at the time the private sector was making significant strides in hiring Black and Hispanic faculty, such public sector hiring decreased from 24 to 14. Public doctoral institutions have managed to increase or maintain the number of Black and Hispanic faculty hired each year, while comprehensive institutions and community colleges have been unable to match that record.

This decrease in minority faculty hiring may be attributed to two factors: the hiring freeze imposed on public higher education by the state and the severe budgetary constraints community colleges and comprehensive colleges have increasingly been facing over the last few years.

While the total number of faculty hired in liberal arts colleges in 1987 and 1989 decreased relative to previous years, the number of Black and Hispanic faculty hired in 1987 remained as high as the year before and in 1989 the number was doubled.

In the public sector the effects of the hiring freeze and the Commonwealth's economic downturn have had a dramatic impact on the ability of public higher education institutions to recruit new faculty. In 1989, 21 public institutions hired 145 new faculty, 56 fewer than in 1988 and 105 fewer than in 1987. Between 1985 and 1989, public community colleges and doctoral universities hired 719 new faculty, of whom 73, or approximately 10 percent, were Black and Hispanic.

Blacks and Hispanics constitute 7.7 percent of all doctoral students in seven of the 11 doctoral-granting universities reporting such data. Blacks and Hispanics constitute 15.3 percent of all doctoral students in the public sector, 4 percent of the total graduate student population in the private sector. Almost half of all Black and Hispanic doctoral students are pursuing degrees in education. The next largest group is concentrated in the social sciences, followed by those in the life sciences and foreign languages.

The study's findings reveal:

- Very few colleges and universities in either the public or private sector have set specific targets or goals for increasing the number of minority faculty. However, several public community colleges are establishing those targets and goals for the 1990s under the Massachusetts Regional Community Colleges' Affirmative Action Plan and the Board of Regents of Higher Education Plan.

- Many doctoral universities have no systematic, institutionalized procedures in place for determining the numbers and status of their minority students.

- Many colleges and universities do not impose universitywide faculty hiring policies but leave it to individual schools or departments to formulate their own policies and procedures. Therefore, disparities exist among faculties and schools with regard to faculty hiring policies in general and to minority hiring in particular, with some schools lacking policies altogether.

- Part of the difficulty in recruiting Black and Hispanic faculty over the last few years and in the nineties can be attributed to the relative paucity of Black and Hispanic doctoral graduates, especially in certain fields.

- There can be little equivocation that the Commonwealth's fiscal crisis is having a direct and adverse impact on the recruitment of faculty in general and minority faculty in particular, especially in the public sector. Faced with increased budgetary constraints and the need to cut back in critical academic areas, public colleges and universities in particular are barely able to sustain efforts to provide needed services for minority students, let alone allocate resources toward recruiting Black and Hispanic faculty or attracting potential minority doctoral students.

Policy Recommendations

For the Commonwealth of Massachusetts to take pride in effectively meeting the needs of a diverse and pluralistic population, it cannot be satisfied with the status of Black and Hispanic faculty and doctoral students at its colleges and universities.

If its policymakers, governor, legislature and educators are committed to increasing the diversification of faculty and doctoral students on the Commonwealth's campuses, the status quo is unacceptable. Rhetoric must be translated into reality in terms of planning and resource allocation.

To enhance the status of Black and Hispanic faculty in Massachusetts colleges and universities, it is critical that higher education institutions first recognize and acknowledge that existing mechanisms for achieving diversified faculties are inadequate and that the challenge of diversifying faculties must be evaluated seriously and with renewed vigor.

It is recommended that colleges and universities:

- assess their internal environments to determine the extent to which they are perceived to and actually have created an environment that is hospitable to underrepresented groups in general: students, faculty and staff; and determine what policies, procedures and activities would facilitate the enhancement of such an environment.

- formulate and articulate short- and long-term institutional goals for minority faculty and, where appropriate, minority doctoral student recruitment and retention.

- develop a planning process with clearly defined strategies for meeting institutional objectives for improving the status of Black and Hispanic faculty and, where appropriate, doctoral students. Though there may be a period of slack before such initiatives can be effectively implemented, economic conditions should not be used as a rationale for allowing total stagnation.

- establish mechanisms for systematically collecting data on faculty, minority faculty, and especially minority doctoral students.

- launch intensive efforts to educate non-minority faculties to deal effectively with minority students and serve as their needed mentors.

- establish liaisons and internships with historically Black colleges and universities aimed at providing Black undergraduates with an opportunity to spend six months or a year at a predominantly white institution so that these students may pursue their doctoral studies at these universities on completion of their undergraduate studies. Efforts should be made to establish such interinstitutional linkages in fields with a relatively low proportion of Black doctoral students -- the sciences, mathematics, engineering and computer science.

- increase school-college collaboration efforts and articulate policies aimed at increasing the performance levels and retention of Black and Hispanic students.

- establish more effective networks for distributing information about potential minority faculty candidates.

- in proximity to each other engage in collaborative efforts and establish linkages with other institutions in recruiting minority faculty.

- consider forming regional consortia or formal collaborative entities designed to bring young minority Ph.D. candidates to the area while they are completing their dissertation work and assist them in finding their first teaching position at one of the area colleges.

It is further recommended that:

- the Board of Regents of Higher Education develop a vita bank for minority faculty that can be shared by all public and private institutions of higher education.

- the state, together with colleges and universities, develop incentives for generating more resources to recruit and retain Black and Hispanic faculty and doctoral students.

The National Context

An imperative challenge -- diversifying faculties on college campuses across this nation -- faces American higher education. The challenge, built on realities not on myths, reflects the future needs of our society. It is not predicated simply on redressing past societal wrongs. It is an issue that is highly applicable to the Commonwealth of Massachusetts. The question is not whether higher education accepts the challenge, but how our state and institutions respond.

The demographic profile of the nation and Massachusetts is changing. As the proportion of minority to non-minority population shifts dramatically, traditional majority and minority groupings are no longer accurate or legitimate. It is predicted that by the year 2000, Blacks and Hispanics will constitute nearly 23 percent of the country's population. By 2003, there will be no identifiable majority group in California. Yet dramatic disparities persist in the proportion of Blacks and Hispanics pursuing undergraduate and graduate education and serving on college and university faculties.

The social consciousness of the 1960s, coupled with aggressive federal policies for mandatory compliance, eventually gave rise to the development of affirmative action plans and the appointment of affirmative action officers in the 1970s and 1980s. As in Massachusetts, colleges and universities in every region of the country recognized the need to address the inequities that persisted for decades. It has been more than 20 years since that age of reform was initiated.

The slow but steady progress of the late sixties and early seventies has become considerably more uneven. Between 1975 and 1985, the number of Black and Hispanic faculty in higher education in the United States remained virtually constant, while the number of Asian faculty doubled and white faculty increased slightly.[1] Analysts predict that even fewer potential Black and Hispanic faculty will be in the pipeline during this decade. A lack of prospective Black and Hispanic faculty is not a problem that simply surfaces at the recruitment stage; to a great extent it is symptomatic of the higher education system as a whole. Faculty do not simply emerge with doctorates in their hands, ready to assume assistant professorships in academe. They evolve as a result of a deliberate academic course. In essence, as products of the academic pipeline, they proceed from undergraduate studies to graduate school and, on completion of their terminal degrees, are eligible to assume faculty positions. Thus, the pool of available faculty clearly depends on the pool of doctoral graduates which, in turn, depends on the number of individuals who have successfully completed their undergraduate studies.

Does the future hold promise? The statistics are bleak, the trends discouraging. In 1960, 134,000 Blacks between the ages of 18 and 24 attended U.S. colleges, representing 6 percent of total college enrollment and 11 percent of the U.S. population. By 1975, the number of Blacks in higher education had increased fivefold, to 665,000. In 1976, there was virtual parity in the percentage of Black and white high school graduates who went on to college. One decade later the tide had turned drastically. In 1985, colleges and universities enrolled nearly 77,000 fewer Black undergraduates than in 1976, a decline of nearly 9 percent. By contrast, between 1976 and 1985 the number of Hispanic undergraduates increased 23 percent, and the number of Asians 87 percent.[2]

By 1985, only 26.1 percent of 18- to 24-year-old Black high school graduates enrolled in college, compared to 29.2 percent in 1971. It is not surprising then that between 1976 and 1985 there was a 6 percent decline in the number of Blacks receiving baccalaureate degrees.

The graduate level statistics are even more striking. Between 1976 and 1985 there was a 31.5 percent decline in the number of Blacks earning Master's degrees. In the same period, Black doctoral graduates decreased from 1,095 in 1976 to 820, out of a total of 32,000, in 1986. During 1975 and 1983, Blacks were the only minority group to experience a decline in absolute numbers as well as a proportionate loss in the number of faculty positions.[3]

As higher education leaders nationwide and in the Commonwealth become increasingly serious about diversifying their faculties in the 1990s, it is important to understand some historical and contextual factors. Fifty years ago there were only two Black American tenured faculty members in predominantly white institutions. By 1958, that figure rose to 200, and by 1961 to 300.[4] In 1972, Black Americans represented 2.9 percent of all faculty, including those at historically Black colleges; other minorities, including Hispanics but not Asians, comprised 2.8 percent of total faculty. The percentage of Black and Hispanic faculty continued to increase until 1976, when the numbers started to stagnate and decline. Nationwide, between 1977 and 1984, Black faculty decreased from 4.4 percent to 4 percent, and Hispanics, from 1.7 percent to 1.4 percent.[5]

When we examine the status of Black and Hispanic faculty in Massachusetts institutions of higher education, it is useful to note that these two underrepresented groups constitute 6.2 percent of the region's total population and 5.6 percent of enrollment at New England campuses. Insofar as young people constitute an exceptionally high proportion of these two groups' populations, this percentage is especially low.[6] There were 14,748 Black and 6,036 Hispanic students on Massachusetts campuses in 1980. By 1986, the numbers had risen to 16,787 and 9,806, respectively. In both instances, increases occurred at public institutions between 1984 and 1986. In Massachusetts, as in the rest of New England and the country, the greatest proportion of Black and Hispanic students in the public higher education sector are enrolled at community colleges. This fact explains, in part, why Blacks received only 1,760, or 2.4 percent of the 73,348 bachelor's degrees conferred on New England campuses in 1985, and Hispanics received only 978 or 1.3 percent.[7]

That the issue of faculty diversification nationwide and in Massachusetts is becoming increasingly critical is evident by the fact that as recently as 1987, only 904 Blacks and 709 Hispanics were doctoral recipients of a total 32,278 nationwide.[8] What do these statistics portend for colleges and universities nationwide? More specifically, what do they imply for colleges and universities in the Commonwealth of Massachusetts as we approach the twenty-first century?

Purpose of the Study

In a multicultural, pluralistic democracy it is important that all institutions of higher education reflect the diversity of our society. We cannot rationally plan for greater equity and pluralism in academe if we do not first ascertain the status of specific underrepresented groups. In order to implement policies and programs that will facilitate the recruitment and retention of minority faculty, educators and policymakers must first determine the status of Blacks and Hispanics in the Commonwealth's colleges and universities. The principal objective of this report is to provide that knowledge.

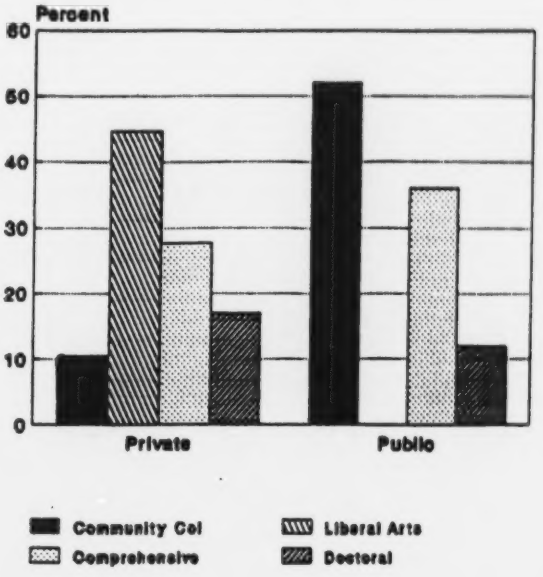
The study has a dual purpose: to develop a data base on the availability of and demand for Black and Hispanic faculty in Massachusetts higher education institutions, and to enhance our understanding of the strategies and programs required to foster the recruitment and retention of underrepresented faculty. Furthermore, it seeks to identify hiring trends in different types of institutions in the state, as well as ascertain the status of Black and Hispanic doctoral students in Massachusetts universities .

Methodology

To establish an accurate profile of Blacks and Hispanics who hold faculty positions in Massachusetts colleges and universities, in winter 1990 a survey questionnaire was sent to 86 community and two-year colleges, liberal arts colleges, comprehensive institutions and doctoral-granting universities.[9] Of these, 29 were public and 57 were private institutions (see Appendix A). Figure l illustrates the distribution of higher education institutions in the public and private sectors in Massachusetts.

FIGURE 1

CATEGORIES OF PUBLIC AND PRIVATE INSTITUTIONS



The response rate was unusually high: 72, or 83.7 percent, of the institutions solicited responded to the questionnaire. Of these, 26 were public institutions, 46 private. Even more striking was the 100 percent response from the liberal arts colleges, the public comprehensive institutions and the doctoral-granting institutions. Of the 30 public and private two-year colleges included, 18, or 60 percent, responded; of the 15 private comprehensive institutions, 12, or 80 percent, responded. Overall, the response rate for the comprehensive institutions was 88 percent -- 22 out of 25 (see Appendix B).

Black and Hispanic Faculty: Realities in the Commonwealth

Blacks and Hispanics comprise 726, or 4.4 percent, of 16,316 total faculty at the 72 institutions responding to the survey. As Table 1 indicates, of these 726 minority faculty, 439 are employed at private institutions and 287 serve in the public sector. Table 2 shows that 402, or 55 percent, of all Black and Hispanic faculty in the colleges and universities represented in the survey teach in doctoral-granting institutions.

TABLE 1

BLACK AND HISPANIC FACULTY IN MASSACHUSETTS COLLEGES AND UNIVERSITIES BY SECTOR

	Private	Public	Total
Black Males	40.1%	43.2%	41.3%
Black Females	22.6%	27.9%	24.7%
Total Black	62.6%	71.1%	66.0%
Hispanic Males	25.3%	17.8%	22.3%
Hispanic Females	12.1%	11.1%	11.7%
Total Hispanic	37.4%	28.9%	34.0%
Total Black and Hispanic	100%	100%	100%
Raw Number	439	287	726

TABLE 2

BLACK AND HISPANIC FACULTY AND TOTAL FACULTY IN MASSACHUSETTS COLLEGES AND UNIVERSITIES BY SECTOR AND TYPE OF INSTITUTION

	Community College	Liberal Arts	Compre-hensive	Doctoral	Total
Private Institutions	5	21	13	8	47
Total Faculty	86	2400	1587	7001	11074
Black/Hispanic Faculty	1	138	45	255	439
Public Institutions	13	0	9	3	25
Total Faculty	1340	0	1605	2297	5242
Black/Hispanic Faculty	94	0	46	147	287
Total Institutions	18	21	22	11	72
Total Faculty	1426	2400	3192	9298	16316
Black/Hispanic Faculty	95	138	91	402	726

To discern recruitment patterns of minority faculty, it is as important to determine the proportion of Black and Hispanic faculty to overall faculty as it is to arrive at the total of minority faculty. For instance, looking at the profile of Black and Hispanic faculty at small, medium and large institutions, we find different patterns of representation. For purposes of analysis we have defined a small institution as one employing fewer than 100 faculty, medium-size, between 100 and 350 faculty, and large, more than 350. Our sample respondents include 31 small, 32 medium and 9 large institutions.

In the public sector we find the proportion of Black and Hispanic faculty to total number of faculty higher at large and small institutions than at medium-size ones (see Table 3). For example, of the 576 faculty members at small institutions, 71, or 12 percent, are Black and Hispanic compared to 69, or 2.9 percent, of the 2,369 faculty at medium-size institutions. The large, doctoral-granting institutions fall somewhere midway, with 147, or 6.4 percent, Blacks and Hispanics of 2,297 faculty.

TABLE 3

BLACK AND HISPANIC FACULTY AND TOTAL FACULTY BY SECTOR AND INSTITUTION SIZE

	Large	Medium	Small	Total
Private Institutions	6	19	22	47
Total Faculty	6507	3514	1053	11074
Black/Hispanic Faculty	243	145	51	439
% Black/Hispanic Faculty	3.7%	4.0%	4.8%	3.9%
Public Institutions	3	13	9	25
Total Faculty	2297	2369	576	5242
Black/Hispanic Faculty	147	69	71	287
% Black/Hispanic Faculty	6.0%	2.9%	12.0%	5.4%
Total Institutions	9	32	31	72
Total Faculty	8804	5883	1629	16316
Black/Hispanic Faculty	390	214	122	726
% Black/Hispanic Faculty	4.0%	3.7%	7.4%	4.4%

There is less variation in the proportion of Black and Hispanic faculty overall at private institutions. Small institutions, including several liberal arts colleges, have slightly higher proportions of Black and Hispanic faculty than medium-size and large ones.

In general, small institutions employ more Black and Hispanic faculty than medium-size and large ones. The nine large institutions that completed this part of the survey have five times as many faculty overall as the 31 small institutions, but only three times as many Black and Hispanic faculty.

Ascertaining the status of Black and Hispanic faculty includes determining the types of institutions and the sectors in which minorities are and are not represented. Of our sample, 10 -- two public and eight private colleges -- employ no Black or Hispanic faculty. Each of the 10 has a faculty of fewer than 100.

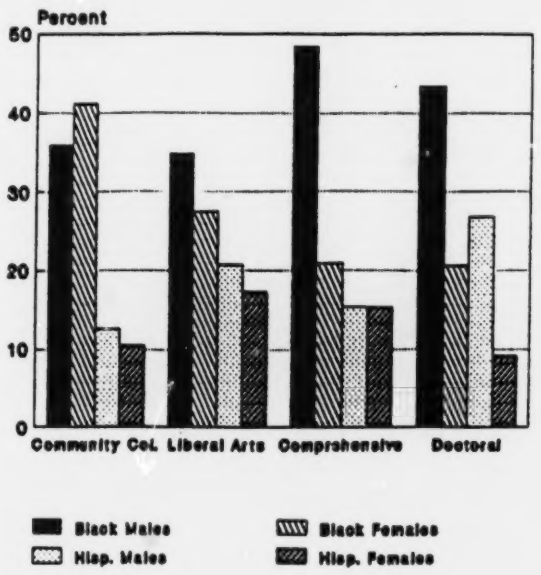
As many as 15 private and three public institutions include no Black faculty, and 13 private and six public institutions have no Hispanic faculty.

Comparing the different categories of institutions, do we find a greater concentration of Black and Hispanic faculty in one type as opposed to another? Moreover, is there a difference in the proportion of minority male to minority female faculty? Males represent 70 percent of the minority faculty at all doctoral-granting institutions. One out of five minority faculty at all doctoral-granting institutions is a Black female, while only one out of 10 is a Hispanic female.

The situation is quite different in the community and two-year colleges, where Black and Hispanic females constitute half the minority faculty population, with Black females comprising 41 percent of all minority faculty (see Figure 2).

FIGURE 2

BLACK AND HISPANIC FACULTY BY CATEGORY OF INSTITUTION



Black and Hispanic Faculty by Rank

Faculty are usually classified as lecturer/instructor, assistant professor, associate professor and full professor. In academe, particularly in comprehensive and doctoral institutions, rank is a critical variable in distinguishing between tenured and untenured faculty. Rank also connotes the length of service of a faculty member and his or her permanent status within an institution.

Table 4 summarizes the distribution of minority faculty by rank. We find in the private sector that there is a more equal distribution of Black and Hispanic faculty at the levels of assistant, associate and full professor in doctoral-granting institutions than in liberal arts colleges and comprehensive institutions; the latter categories show a bulge at the assistant professor level, which reflects changes in hiring patterns within the last few years.

TABLE 4

BLACK AND HISPANIC FACULTY BY RANK AND CATEGORY OF INSTITUTION

	Community College	Liberal Arts	Compre-hensive	Doctoral	Total
Full Professor	32 (33.7%)	24 (17.8%)	18(20.0%)	109 (30.2%)	183(26.9%)
Associate Professor	20 (21.1%)	35 (25.9%)	25(27.8%)	107 (29.6%)	187(27.5%)
Assistant Professor	26 (27.4%)	62 (45.9%)	40(44.4%)	94 (26.0%	222(32.6%)
Lecturer	17 (17.9%)	14 (10.4%	7 (7.8%)	51 (14.1%	89(13.1%)
Total Black and Hispanic Giving Rank	95 (100%)	135 (100%)	90 (100%)	36 (100%)	681 (100%)

There tends to be a flatter distribution of minority faculty across the ranks at public community colleges, comprehensive institutions and doctoral universities respectively. Overall we can observe that doctoral institutions have a more even distribution of minorities among the various ranks than other types of institutions. To some extent, this may be attributable to the fact that large research universities have been steadily recruiting Black and Hispanic faculty particularly in some disciplines over the last two decades than have smaller institutions with smaller faculties.

Analyzing the distribution of minority faculty by rank, we find that in doctoral-granting institutions -- where most minority faculty are employed -- the largest proportion of associate and full professors are Black males. Figures 3 and 4 show that Black and Hispanic females do not have as strong a foothold in academe as their Black and Hispanic male counterparts. Of all Black male faculty identified in our survey, 60.7 percent hold the rank of associate or full professor, compared to 42.7 percent of Black female faculty at those ranks. The discrepancies are less pronounced among Hispanic male and female faculty.

FIGURE 3

BLACK AND HISPANIC FACULTY BY RANK

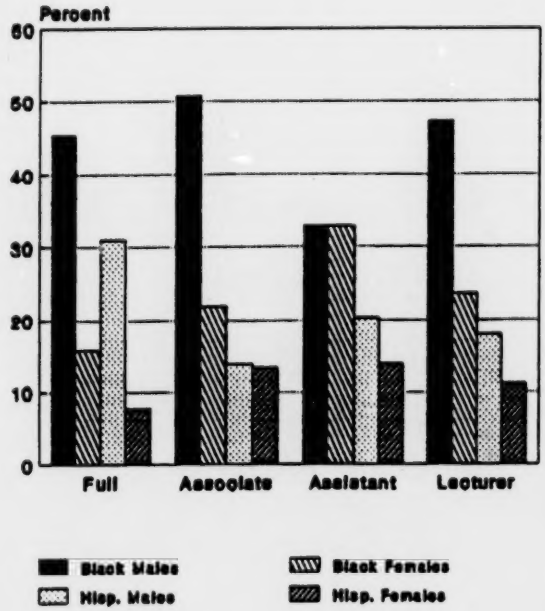
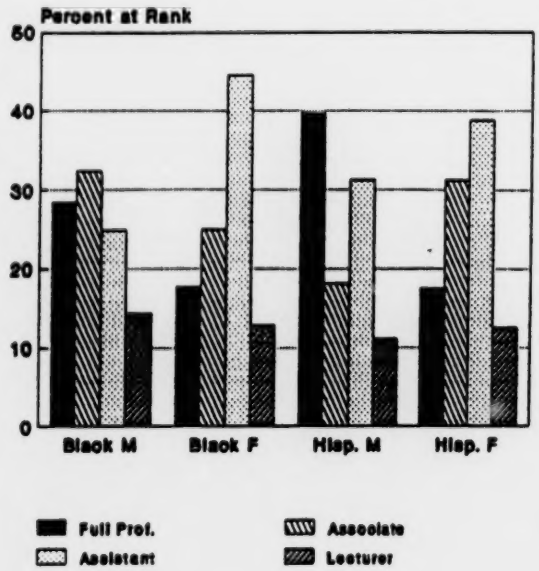


FIGURE 4

RACE/SEX OF BLACK AND HISPANIC FACULTY BY RANK



Black and Hispanic Faculty by Discipline

Studies on the future status of Black and Hispanic faculty and doctoral students in American higher education reveal that most Blacks and Hispanics concentrate in the social sciences, humanities and education. Data indicate a dearth of minorities in the physical and life sciences, engineering and professional fields such as business.

The representation of Black and Hispanic faculty by discipline in Massachusetts colleges and universities does not differ radically from nationwide figures. Table 5 indicates that of the 564 Black and Hispanic faculty identified by the respondents to this portion of the survey, 63.9 percent are in the social sciences (20.6 percent) and the humanities (43.3 percent). It is significant that 68 (28 percent) of the 244 minority faculty in the humanities teach foreign languages; the overwhelming majority are Hispanics teaching Spanish and Portuguese.

Ten percent hold positions in the physical and life sciences and 3.5 percent in engineering. Only 6.4 percent of all Black and Hispanic faculty serve in departments of education. This is a particularly surprising finding, since nationally a substantial fraction of minority faculty, particularly Blacks, are in education.

TABLE 5

DISTRIBUTION OF BLACK AND HISPANIC FACULTY AND STUDENTS BY DISCIPLINE

	FACULTY			STUDENTS	
	Private	Public	Total	National	Massachusetts
Physical Science	8.4%	10.0%	9.0%	7.2%	4.6%
Life Science	0.0%	2.9%	1.2%	11.1%	3.8%
Engineering	4.3%	2.5%	3.5%	4.5%	1.4%
Social Science	19.5%	22.0%	20.6%	20.8%	13.5%
Humanitites	44.9%	41.1%	43.3%	12.2%	21.4%
Education	7.1%	5.4%	6.4%	37.3%	49.0%
Professional/Other	15.8%	16.2%	16.0%	6.9%	6.3%
Raw Number	323	241	564	1400	209

Recruitment and Hiring Patterns of Black and Hispanic Faculty

One of the purposes of this study is to identify trends in the recruitment and hiring patterns in the various Massachusetts higher education institutions. Changes in recruitment patterns are partially signalled by the distribution of Black and Hispanic faculty by rank. Indeed, distinct variations in public- and private-sector patterns of hiring Black and Hispanic faculty have emerged over the past few years.

TABLE 6

BLACK AND HISPANIC FACULTY BY RANK AND SECTOR

	Private	Public	Total
Full Professor	90 (22.5%)	93(33.1%)	183(26.9%)
Associate Professor	110 (27.5%)	77(27.4%)	187(27.5%)
Assistant Professor	144 (36.0%)	78(27.8%)	222(32.6%)
Lecturer	56 (14.0%)	33(11.7%)	89(13.0%)
Total Black and Hispanic Giving Rank	400 (100%)	281 (100%)	681 (100%)

From the data provided in Table 6, we find that in public-sector institutions, one out of three Black and Hispanic faculty are full professors; the private-sector figure is one out of five. Interestingly, as Table 6 indicates, the percentage of minority associate professors in both sectors is virtually identical: 27.5 percent in the private and 27.4 percent in the public categories.

The shift in hiring patterns of the two sectors becomes apparent at the assistant professor and lecturer levels. Thirty-six percent of all Black and Hispanic faculty in the private sector are assistant professors compared to 28 percent in the public sector. Lecturers constitute 14 percent of all minority faculty in the private sector, 12 percent in the public sector. These two levels, therefore, account for 50 percent of all Black and Hispanic faculty in the private sector and 40 percent in the public sector.

An analysis of the figures for Black and Hispanic faculty at different types of institutions shows that, overall, more than 50 percent of the liberal arts college and comprehensive university minority faculty are assistant professors and lecturers, whereas 40 percent hold those positions in the doctoral-granting institutions (see Table 4).

The salient information here is that (l) in the last few years the private sector appears to be increasingly aggressive in recruiting Black and Hispanic faculty; and, (2) the public sector, presumably because of financial constraints, has been unable to sustain efforts to diversify its faculties.

To what extent have colleges and universities translated rhetoric into reality and actually hired minority faculty over the last five years? The study yields some interesting findings. Between 1985 and 1989 the liberal arts colleges hired 83 Black and Hispanic faculty. Not only did this group hire a greater number of minorities than the private community colleges and comprehensive institutions, but they hired even more than all five of the private doctoral institutions that supplied figures.

Moreover, the liberal arts colleges increased or maintained their momentum in recruiting Black and Hispanic faculty. The hiring trend is distinctive: in 1985 only three were hired; in 1986, the number jumped to 14. A dramatic increase occurred between 1988, when 17 minority faculty were hired, and 1989, when 35 were hired.

The public sector figures reveal an opposite trend. The years 1985 to 1989 saw 88 Black and Hispanic faculty hired by public sector respondents, compared to a total of 175 in the private sector. Tables 7 and 8 clearly indicate that between 1988 and 1989, at the time the private sector was making significant strides in hiring Black and Hispanic faculty, the total number of such faculty hires in the public sector decreased from 24 to 14. The public doctoral institutions have managed to increase or maintain the number of Black and Hispanic faculty hired each year, but the comprehensive and community colleges have not. The number of Black and Hispanic faculty hired in the public sector in 1989 by the community colleges dropped precipitously from the previous year. Community colleges and comprehensive institutions attribute this decrease in minority hiring to two factors: the hiring freeze imposed on public higher education by the state, and the severe budgetary constraints community colleges and comprehensive colleges have increasingly endured over the last few years.

TABLE 7

BLACK AND HISPANIC FACULTY HIRES
1985-1989
PRIVATE SECTOR

	1985	1986	1987	1988	1989	Total
Community Colleges	0	0	0	0	0	0
Liberal Arts	3	14	14	17	35	83
Comprehensive	5	3	8	5	6	27
Doctoral	6	10	10	22	17	65
Total	14	27	32	44	58	175

TABLE 7A ALL FACULTY HIRES 1985-1989 PRIVATE SECTOR						
	1985	1986	1987	1988	1989	Total
Community Colleges	5	7	3	6	6	27
Liberal Arts	108	139	127	136	122	632
Comprehensive	103	126	138	135	147	649
Doctoral	28	101	91	92	110	422
Total	244	373	359	369	385	1730

TABLE 8 BLACK AND HISPANIC FACULTY HIRES 1985-1989 PUBLIC SECTOR						
	1985	1986	1987	1988	1989	Total
Community Colleges	3	10	7	11	2	33
Comprehensive	2	4	4	3	2	15
Doctoral	5	7	8	10	10	40
Total	10	21	19	24	14	88

TABLE 8A ALL FACULTY HIRES 1985-1989 PUBLIC SECTOR						
	1985	1986	1987	1988	1989	Total
Community Colleges	86	52	58	47	25	268
Comprehensive	49	56	62	48	38	253
Doctoral	69	74	120	106	82	451
Total	204	182	240	201	145	972

It is important to note that two of the private doctoral universities that participated in the survey did not provide information on the years Black and Hispanic faculty were hired because such data were unavailable. Does the fact that these details are either not being recorded or gathered in a systematic and coordinated way by the respective administrations imply that the need to diversify faculties is not deemed an institutional priority at these universities? By contrast, it should be pointed out that a few of the major private doctoral-granting universities maintain comprehensive and up-to-date records on minority hires and have deliberately sought to increase the number of Black and Hispanic faculty recruited.

Trends in hiring Black and Hispanic faculty need to be understood in the context of total faculty hiring over the same five-year period (see Tables 7A and 8A). While only four of our 72 institutions did not report data on minority faculty hires over the past five years, 18 did not have information on overall faculty hires over the last five years. Therefore, our data are incomplete at this point.

Among the data provided two trends are discernible. The first is that in 1987 and 1989 liberal arts colleges experienced a decrease in the number of total faculty hires compared to previous years. Yet in 1987 the number of Black and Hispanic faculty hires remained as high as the year before and in 1989 the number doubled. Between 1985 and 1989, the five private two-year institutions hired a total of 27 faculty, none of whom was Black or Hispanic.

In the public sector, the effects of the hiring freeze and the Commonwealth's economic downturn have had a dramatic impact on the ability of public higher education institutions to recruit new faculty. In 1989, 21 public institutions together hired 145 new faculty, 56 fewer than in 1988 and 95 fewer than in 1987. Between 1985 and 1989, public community colleges and doctoral universities hired 719 new faculty, of whom 73, or approximately 10 percent, were Black and Hispanic.

Black and Hispanic Doctoral Students

The extent to which Massachusetts colleges and universities successfully recruit Black and Hispanic faculty depends in part on the pool of available Black and Hispanic doctorate holders. In determining that number in Massachusetts colleges and universities, it is necessary to take into account the availability of Black and Hispanic doctorates nationwide. The reason is quite simple. When Massachusetts colleges and universities, like their national counterparts, seek faculty, both minority and non-minority, their recruitment efforts extend well beyond their state borders.

Since recruitment of minority faculty, as of all faculty, involves a nationwide search, national data on minority doctorates is a critical component in analyzing "pipeline" issues. Ascertaining the current number of Black and Hispanic doctoral students in Massachusetts doctoral-granting universities is at best difficult and in some instances impossible. Although all eight private doctoral granting universities in Massachusetts responded to the survey, only four of these institutions were able to provide such data.

Blacks and Hispanics represent 7.7 percent of all doctoral students in seven of the 11 doctoral-granting universities reporting such data.

As Table 9 indicates, there are 1,735 doctoral students enrolled in public-sector institutions, of whom 267, or 15.3 percent, are Blacks and Hispanics. Private-sector enrollment is 3,735 doctoral students, of whom 216, or 4 percent, are Blacks or Hispanics.

TABLE 9

BLACK AND HISPANIC STUDENTS TO TOTAL DOCTORAL STUDENTS BY SECTOR

	Private	Public	Total
Black Students	82	146	228
Hispanic Students	72	121	193
Total Black/Hispanic Students	154	267	421
All Doctoral Students	3735	1735	5470

Table 10 reveals little difference in numbers of Black and Hispanic doctoral students. In the private sector, male and female candidates are fairly evenly divided; in the public category, however, the 88 Black females far outnumber all other groups.

TABLE 10

BLACK AND HISPANIC DOCTORAL STUDENTS BY SECTOR

	Private	Public	Total
Black Males	44	58	102
Black Females	38	88	126
Hispanic Males	36	57	93
Hispanic Females	36	64	100
Totals	154	267	421

Not surprisingly, 63, or 61.5 percent, of these females are pursuing degrees in education. A parallel situation is found among Hispanic female doctoral students in the public sector. Of 64 students, 37, or 57.8 percent, are in the field of education. Seven, or 10.9 percent, are pursuing degrees in Hispanic languages and literature. Therefore, 68.7 percent of this group of doctoral students are working in these two areas.

Table 11 indicates that almost half of all Black and Hispanic doctoral students are in the field of education. In the public sector, they concentrate primarily in education, social sciences and foreign languages; in the private sector, the largest numbers are in the liberal arts, which include a variety of discrete disciplines, education and the social sciences.

TABLE 11

FIELDS OF STUDY WITH THE HIGHEST CONCENTRATION OF BLACK AND HISPANIC DOCTORAL STUDENTS BY SECTOR

	Private*	Public**	Total
Education	25	179	204
Social Sciences	13	18	31
Life Sciences	9	7	16
Psychology	4	10	14
Foreign Language	2	11	13

* Four out of the eight private doctoral universities responding to the survey provided data on doctoral students.

** Includes all public doctoral universities responding to the survey.

Note: A private doctoral granting university reported that 49 black and hispanic students were pursuing degrees in the "liberal arts." This "field of study" was not more specifically defined.

Note: All doctoral granting universities in Massachusetts responded to the survey.

Changing the Status Quo: Achieving Faculty Diversity

Shortly after the survey questionnaire on the status of Black and Hispanic faculty in Massachusetts colleges and universities was mailed, we received a number of telephone inquiries from anxious administrators who were calling on behalf of their president or on their own initiative. All posed similar questions. Often reluctant to identify themselves or their institutions, their concern -- expressed with the utmost candor -- was as follows. We have received your questionnaire and we think it is important and straightforward. Our problem is that we have very few (or no) Black and Hispanic faculty and do not want this to become public information. We're trying, but it's not easy. After reaffirming that their anonymity was assured, as had been stated in the cover letter, and indicating that they were not alone in their predicament, all but one revealed their individual and institutional identities. After discussing what their own institution was or might be doing to improve its track record in attracting as well as hiring minority faculty, many said they looked forward to learning through this report how their colleagues in various institutions are addressing the problem.

It is often said that the hallmark of American colleges and universities is their distinctiveness: each of the many seems to be unique. This is once again borne out in the ways Massachusetts colleges and universities have approached the issue of minority faculty recruitment. The range of intensity, commitment and effort varies immensely among the 72 respondents.

At one end of the continuum are nine institutions, virtually all in the private sector, that have no programs, policies or procedures for recruiting minority faculty. At the other end are institutions in both the public and private sectors that have launched multiple initiatives for recruiting Black and Hispanic faculty. Because public institutions have policies and programs for recruiting minority faculty does not mean ipso facto that they are more committed to or more successful in recruiting that faculty. The Board of Regents of Higher Education mandates that public higher education institutions have an affirmative action policy for recruiting minority faculty.

Our survey indicates that among the most widely used and seemingly effective mechanisms for recruiting and hiring minority faculty are the following:

- establishing minority and female vita banks
- advertising in such minority publications as Black Issues in Higher Education and the Affirmative Action Register
- utilizing the AICUM (Association of Independent Colleges and Universities in Massachusetts) minority faculty directory
- contacting minority caucuses or subcommittees within specific professional organizations
- networking with faculty at graduate schools
- adhering to affirmative action plans that provide guidelines and procedures for hiring minority faculty

- utilizing referral systems by current minority personnel to potential minority applicants

- institutional participation in affirmative action and minority associations and councils

- forwarding announcements of each faculty opening to an extensive list of historically Black colleges and universities

Some of the more creative and aggressive, though less frequently used, approaches include:

- creating a consortium of schools funded to seek out and offer financial support to graduates of an institution who are in doctoral programs with the understanding that those students will return to teach at their alma mater

- establishing an affirmative action committee composed of all faculty who oversee faculty searches; one liberal arts college has established such a committee, which has a budget to supplement regular recruitment procedures

- hiring several minority graduate fellows annually as part of a college consortium effort

- granting fellowships to two minority Ph.D. candidates. The primary purpose of the fellowships, according to one liberal arts college that has instituted such a mechanism, is to stimulate the fellows' interest in teaching (in a liberal arts college), to acquaint the fellows with a specific department within the college, and to provide a supportive environment in which the fellows can complete their dissertations.

- establishing a network system with local minority employment agencies as one public community college has done. All openings are forwarded to these agencies for their posting and recommendations. Listings are sent to minority area churches and other colleges as well.

- targeting grant-funded positions specifically for minorities

- reposting positions that do not attract a sufficient number of minority applications

- initiating a Scholars Program (as one public state college did) with a major university graduate school, which is designed to create a pool of minority scholars who are pursuing their doctoral studies and help place them in academic positions. Two scholars are appointed to participate in the program per semester.

Doctoral granting universities employ similar means and use the following procedures as well:

- Affirmative action officers conduct visits to universities with a substantial cohort of Black and Hispanic graduate students.
- Establish visiting scholars program.
- Require, wherever possible, that minorities sit on all search committees.
- Urge departments to encourage faculty to seek out potential minority candidates at professional conferences.
- Establish a Special Opportunity Fund for faculty tenure-track positions, as one public university has done to support the hiring of minority (and in this case female) faculty members. The funding comes from a 10 percent "tax" on savings from faculty retirement savings, which is returned to a pool of funds and administered by the provost. In the first five years of the plan, the full salary of about five positions was funded. In 1990 the central funds were to provide half the salaries with the dean funding the balance, thus doubling the number of appointments. Two doctoral institutions, one public and one private, have set up supplementary recruitment funds administered through the provost's office for minority recruitment.
- Grant additional funds to a department for any underrepresented minority faculty member identified and hired.

Findings

The major findings in this study include:

- Blacks and Hispanics constitute 4.4 percent of all faculty at the 72 college and university participants in the survey.
- Of the 726 Black and Hispanic faculty at these 72 institutions, 439 are employed in the private sector, and 287 in the public sector. (Note: 46 private and 26 public institutions responded to the questionnaire.)
- Ten of the 72 respondents have no Black or Hispanic faculty member.
- Seventy percent of all Black and Hispanic faculty at doctoral-granting institutions are male.
- Black and Hispanic females constitute half the minority faculty population in community and two-year colleges.
- In the private sector there is a more equal distribution of Black and Hispanic faculty at the levels of assistant, associate and full professor in doctoral-granting institutions than in the liberal arts colleges and comprehensive institutions. Liberal arts colleges and private comprehensive institutions show a bulge at the assistant professor level, which reflects recent changes in hiring patterns.
- There tends to be a flatter distribution of minority faculty across the ranks in public institutions of higher education, particularly in doctoral-granting organizations.
- Nearly two-thirds of all Black and Hispanic faculty are engaged in the social sciences and humanities.
- Shifts in hiring patterns between the two sectors is evident at the level of assistant professor and lecturer. More than one out of three Black and Hispanic faculty in the private sector are assistant professors compared to 28 percent in the public sector.
- Blacks and Hispanics constitute 7.7 percent of all doctoral students in seven of the 11 doctoral-granting universities reporting such data. Blacks and Hispanics constitute 15.3 percent of all doctoral students in the public sector, 4 percent in the private sector.
- A disproportionately large number of Black and Hispanic doctoral students are in the field of education.

Conclusions

Several leaders of Massachusetts colleges are clearly concerned that their institutions have few or no Black and Hispanic faculty but are not sure (a) how their faculty would react to initiatives to diversify the faculty, and (b) how they should initiate such efforts given positive feedback to do so. One of the fundamental questions these presidents ask is: Would Black and Hispanic faculty want to come to our institution? Interestingly, some faculty maintain that underlying that query is an already established yet ungrounded negative response.

Few colleges and universities in either the public or private sector have set specific targets or goals for increasing the number of minority faculty. However, several public community colleges are in the process of establishing those targets and goals for the 1990s under the Massachusetts Regional Community Colleges' Affirmative Action Plan and the Board of Regents of Higher Education Plan.

Many doctoral universities do not have mechanisms in place for determining the numbers and status of their minority (Black and Hispanic) doctoral students. Some departments and institutions do collect such data, but in many cases there are no centralized procedures for gathering such information.

Two distinguishing characteristics of American higher education are that faculty hiring decisions are decentralized, and academic departments have a high degree of autonomy. As a result, institutions often do not impose universitywide policies but rather leave it up to individual schools or departments to formulate their own policies and procedures. This is the case with respect to faculty hiring policies at a major private doctoral-granting university in Massachusetts. Each faculty (or school) determines its own policies and procedures (or lack thereof) with regard to hiring faculty in general and minority faculty in particular.

Clearly, part of the difficulty in recruiting Black and Hispanic faculty over the last few years and in the nineties can be attributed to the relative scarcity of Black and Hispanic doctoral graduates, especially in certain fields.

There can be little equivocation that the fiscal crisis in the Commonwealth is having a direct and adverse impact on the recruitment of faculty in general and minority faculty in particular, especially in the public sector. Faced with increased budgetary constraints and the need to cut back in critical academic areas, public colleges and universities particularly are barely able to sustain efforts to provide needed services for minority students, let alone allocate resources toward recruiting Black and Hispanic faculty or attracting potential minority doctoral students.

If Massachusetts policymakers, the governor and the legislature are committed to increasing the diversification of faculty and students on the Commonwealth's campuses, particularly in the public sector, they must back that commitment with financial resources.

Recommendations

These recommendations are based on the fundamental premise that colleges and universities, to varying degrees and in accordance with their own mission and objectives, seek to enhance the representation of Black and Hispanic faculty and, where applicable, Black and Hispanic doctoral students.

- Institutions need to assess their internal environments to determine the extent to which they are perceived to and actually have created an environment that is hospitable to underrepresented groups in the student body, faculty and staff; and determine what policies, procedures and activities would facilitate the enhancement of such an environment.

- Institutions need to set both short- and long-term goals for increasing the representation of Black and Hispanic faculty and doctoral students. Given existing economic conditions in the Commonwealth, institutions, particularly those in the public sector, are likely to face financial constraints and perhaps even hiring freezes for the next few years. These fiscal restraints notwithstanding, colleges and universities need to launch planning processes that build upon the momentum already established in many institutions, thereby increasing the potential for recruiting and retaining Black and Hispanic faculty when economic equilibrium is restored. Though there may be a period of inactivity before such initiatives can be effectively implemented, the economic conditions should not be used as a reason for allowing total stagnation.

- More effective networks need to be established for distributing information about potential minority faculty candidates.

- Institutions in proximity to each other need to engage in collaborative efforts and establish linkages for other institutions in recruiting minority faculty. For example, administrators can attempt to work out employment opportunities for spouses of faculty who are offered positions in a particular institution. Institutions can also share in expending resources to send representatives, faculty or administrators, to conferences or workshops that are aimed at identifying potential Black and Hispanic candidates for faculty positions. Two or more institutions can send individuals who will not only represent the interests of their own institution but those of other institutions involved in that linkage arrangement.

- Colleges and universities should consider forming a regional consortium or formal collaborative similar to the Five College Minority Fellow Program, which is designed to bring young minority Ph.D. candidates to the area while they are completing their dissertation work and to assist them in finding their first teaching position at one of the area colleges.

- Universities can establish liaisons and internships with historically Black colleges and universities aimed at providing Black undergraduates with an opportunity to spend six months or a year at a predominantly white institution with a view toward enrolling these students in their doctoral programs when they complete their undergraduate studies. Efforts should be made to establish such interinstitutional linkages in fields with a relatively low proportion of Black doctoral students, for example, the sciences, mathematics, engineering and computer science.

- Institutions need to establish mechanisms for systematically collecting data on faculty, minority faculty and especially minority doctoral students.

- It is highly probable that the scarcity of minority faculty will continue through the 1990s. Therefore, institutions must begin intensive efforts to educate their non-minority faculties to deal effectively with minority students and serve as their needed mentors. To best prepare their institutions for a more diverse faculty and student body in the years ahead, campus officials need to consider instituting programmatic efforts and means of educating themselves and students about multiculturalism, pluralism and global changes that directly affect their future.

- The Board of Regents of Higher Education should consider developing a vita bank for minority faculty that can be shared by all public and private institutions of higher education. This would be especially useful for small community and two-year colleges that do not have the resources to create such mechanisms effectively on their own.

- Increased school-college collaboration efforts and articulation policies aimed at increasing the retention and performance levels of Black and Hispanic students should be developed.

.....

We cannot afford to muddle through another decade or to settle for the existing state of affairs. We must be bold, proactive and persistent in our response -- now. The challenge awaits us.

Footnotes

1. Dorothy S. Linthicum, The Dry Pipeline. Increasing the Flow of Minority Faculty (Annapolis, Md.: National Council of State Directors of Community and Junior Colleges, May 1989).

2. George Keller, "Review Essay: Black Students in Higher Education: Why So Few?" Planning for Higher Education, 17, 3 (1988-89): 45-47; Michael T. Nettles, ed., Toward Black Undergraduate Student Equality in American Higher Education. (Greenwood Press, 1988).

3. One Third of a Nation. Report by the Commission on Minority Participation in Education and American Life. American Council on Education and the Education Commission of the States, 1988; William Brazziel, Educational Record, Vol. 68 (Fall 1987-Winter 1988); James Blackwell, Review of Higher Education, Vol. 11 (Summer 1988).

4. Valora Washington and William Harvey. Affirmative Rhetoric, Negative Action: African American and Hispanic Faculty at Predominantly White Institutions. (Washington, D.C.: ASHE-ERIC Higher Education Report 2, 1989), iii.

5. Ibid., iii, iv.

6. Equity and Pluralism: Full Participation of Blacks and Hispanics in New England Higher Education, Report of the Task Force on Black and Hispanic Student Enrollment and Retention in New England (Boston, Ma.: New England Board of Higher Education, January 1989), 6.

7. Ibid., 7, 41.

8. Ibid.

9. Theological seminaries and specialized higher education institutions in Massachusetts were not included in the survey. The selected categories of colleges and universities are based on the 1987 Carnegie classification of institutions of higher education. The classification system groups institutions into categories on the basis of degree offered -- ranging from pre-baccalaureate to the doctorate -- and the comprehensiveness of their missions. In this context doctoral granting institutions include research universities.

APPENDIX A

Colleges and Universities Included in the Survey by Type of Institution and Sector

Two-Year Colleges

Public

Berkshire Community College
Bristol Community College
Bunker Hill Community College
Cape Cod Community College
Greenfield Community College
Holyoke Community College
Massachusetts Bay Community College
Massasoit Community College
Middlesex Community College
Mount Wachusett Community College
Northern Essex Community College
North Shore Community College
Quincy Junior College
Quinsigamond Community College
Roxbury Community College
Springfield Technical Community College

Private

Aquinas Junior College, Milton
Aquinas Junior College, Newton
Bay Path College
Bay State Junior College
Becker Junior College
Dean Junior College
Endicott College
Fisher College
Franklin Institute
Laboure College
Lasell College
Marian Court Junior College
Newbury College

Liberal Arts Colleges

Private

Amherst College
Atlantic Union College
Bradford College
College of the Holy Cross
Curry College
Eastern Nazarene College
Emmanuel College
Gordon College
Hampshire College
Mount Holyoke College
Mount Ida College
Pine Manor College
Regis College
Simmons College
Simon's Rock of Bard College
Smith College
Stonehill College
Wellesley College
Western New England College
Wheaton College
Williams College

APPENDIX A (continued)

Comprehensive Institutions

Public	*Private*
Bridgewater State College	American International College
Fitchburg State College	Anna Maria College
Framingham State College	Assumption College
Massachusetts College of Art	Babson College
Massachusetts Maritime Academy	Bentley College
North Adams State College	College of the Lady of the Elms
Salem State College	Emerson College
Southeastern Massachusetts University	Lesley College
Westfield State College	Massachusetts College of Pharmacy
Worcester State College	Merrimack College
	Nichols College
	Springfield College
	Suffolk University
	Wheelock College
	Worcester Polytechnic Institute

Doctoral-Granting Universities

Public	*Private*
University of Lowell	Boston College
University of Massachusetts, Amherst	Boston University
University of Massachusetts, Boston	Brandeis University
	Clark University
	Harvard University
	Massachusetts Institute of Technology
	Northeastern University
	Tufts University

APPENDIX B

Colleges and Universities Responding to the Survey by Type of Institution

	A	B
Two-Year Colleges		
Public	16	13
Private	13	5
Sub total	29	18
Liberal Arts Colleges		
Private	21	21
Sub total	21	21
Comprehensive Institutions		
Public	10	10
Private	15	12
Sub total	25	22
Doctoral-Granting Universities		
Public	3	3
Private	8	8
Sub total	11	11
Total	**86**	**72**

A = *Number of Institutions Included in Survey*

B = *Number of Institutions Responding*

83.7% Response Rate